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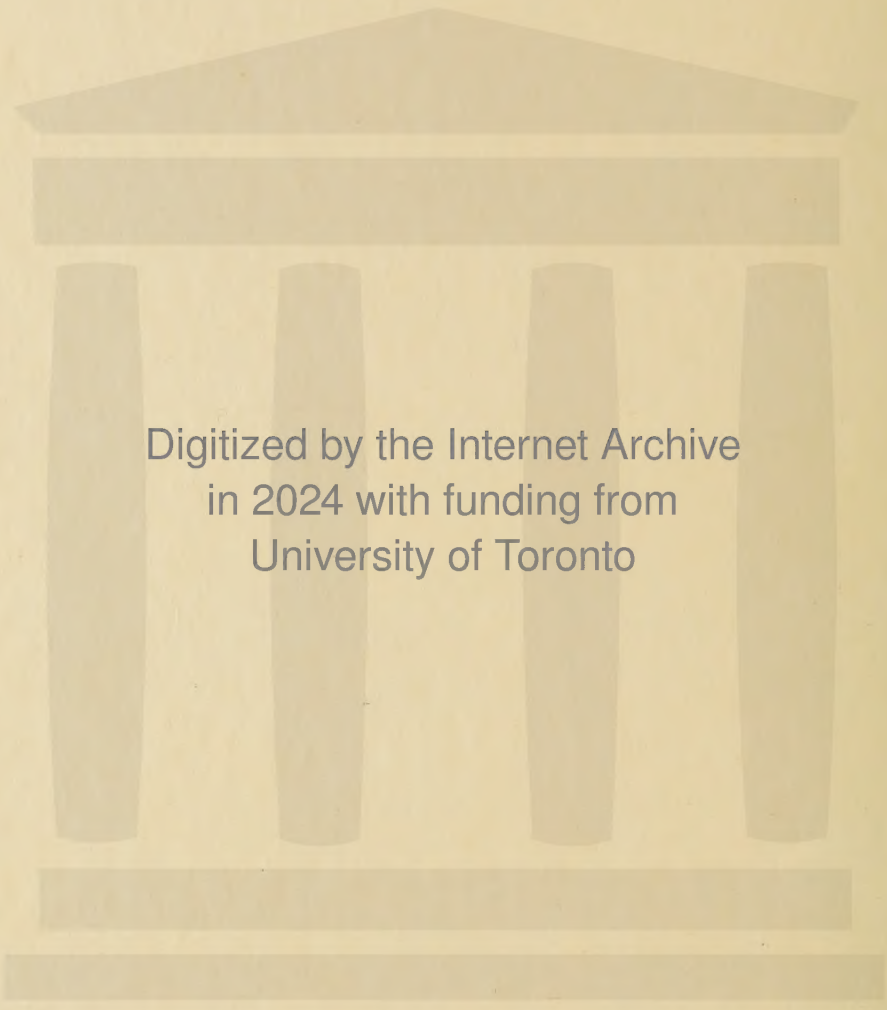
CALENDAR OF THE TEACHERS' COLLEGES

1962-63



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ONTARIO
DEPARTMENT
OF
EDUCATION

CALENDAR OF THE TEACHERS' COLLEGES

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School Year 1962-63

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School Year 1963-64

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CALENDAR OF THE PROVINCIAL TEACHERS' COLLEGES

School Year, 1962-63

First term opens.....September 11, 1962
First term closes.....December 21, 1962
Christmas vacation.....December 22, 1962—January 2, 1963

Second term opens.....January 3, 1963
Easter vacation.....April 12—April 21, 1963
Second term closes.....June 4, 1963

School Year, 1963-64

First term opens.....September 10, 1963
First term closes.....December 20, 1963
Christmas vacation.....December 21, 1963—January 5, 1964

Second term opens.....January 6, 1964
Easter vacation.....March 27—April 5, 1964
Second term closes.....May 29, 1964

HISTORY

"The word *Normal* signifies 'according to rule, or principle', and is employed to express the systematic teaching of the rudiments of learning. . . . A Normal School . . . is a school in which the principles and practice of teaching according to rule are taught and exemplified." Thus spoke—in Toronto, on November 1, 1847—Dr. Egerton Ryerson, Chief Superintendent of Schools for Upper Canada, at the opening ceremony of the first Normal School in this province for the training of teachers. With the passing of the years, as emphasis in teacher education moved from the study of "teaching according to rule" to the study of the children to be taught, the word *Normal* became less descriptive of the purpose of schools for the professional education of teachers. Because of this fact, the use of the name *Normal School* was discontinued in 1953, and the name *Teachers' College* was adopted in its stead.

For the first four years of its existence the Normal School in Toronto was accommodated in temporary quarters but, in 1852, it was moved to its own building on Church and Gould Streets, where it continued to serve the Province for almost ninety years.

In 1847, admission to the Normal School was restricted to men, but in the second session women also were enrolled. The course was short—only five months in duration—but the graduates did such superior work in the schools that the policy of providing professional education for teachers became firmly established.

A second Normal School was opened in 1875 at Ottawa, and a third, in 1900, at London. At all three institutions the practice of holding two Normal School sessions each year gave way in 1903 to the policy of having one session lasting the full school year. Decision was reached in 1907 to establish Normal Schools at Hamilton, Peterborough, Stratford, and North Bay. The first three of these opened in September, 1908, and the fourth in September, 1909. In 1927 the University of Ottawa Normal School was established for the professional education of teachers for elementary-school classrooms attended by French-speaking pupils where, with the approval of the Minister,

both English and French are used as languages of instruction in various subjects of the courses of study.

A two-year course was introduced in the provincial Normal Schools in the school year 1927-28, but in 1934-35 the second year of the course was discontinued. A one-year course is now offered to applicants holding required Grade 13 standing, and a two-year course is provided for applicants holding the Secondary School Graduation Diploma of the General Course, with at least four options. A completing one-year course is also offered for students holding the Secondary School Graduation Diploma of the General Course who have attended two Pre-Teachers'-College Summer Courses and who have taught successfully in the public or separate schools of Ontario for two years on Temporary Certificates.

Expansion of the provincial school system following the Second World War has required expansion of facilities for teacher education. New buildings for Teachers' Colleges have been provided in Toronto (1955), Hamilton (1957), and London (1958). Three additional Colleges have been instituted—the Lakeshore Teachers' College in New Toronto (1959), the Lakehead Teachers' College (1960), and the Windsor Teachers' College which will open in September, 1962.

When the education of teachers began in the Province, the course was largely academic in nature. After 1870, increasing emphasis was placed on methods of teaching. In recent years, child study has come to the fore in order that teachers may be the better prepared to guide the all-round development of the individual child. To increase the student's opportunity for experience with children, provision is now made for extended periods of continuous practice teaching in elementary school classrooms.

The education of a nation's children is the teacher's task. To give the best preparation possible for the discharge of this responsibility is the continuing aim of schools for the education of teachers in Ontario.

GENERAL INFORMATION

Location of the Teachers' Colleges

Ontario is divided into ten districts served by Teachers' Colleges in Hamilton, London, New Toronto (Lakeshore), North Bay, Ottawa, Peterborough, Port Arthur (Lakehead), Stratford, Toronto, and Windsor. In addition, the University of Ottawa Teachers' College provides for the education of teachers for elementary-school classrooms attended by French-speaking pupils where, with the approval of the Minister, both English and French are used as languages of instruction in various subjects of the courses of study. Applicants are assigned to the Teachers' College in their own district in order that the enrolment may be distributed fairly among the schools. The addresses of the Teachers' Colleges are as follows:

Hamilton Teachers' College, King Street West, Hamilton.
Lakehead Teachers' College, Oliver Road, Port Arthur.
Postal Address: P.O. Box 1197, Port Arthur.
Lakeshore Teachers' College, 3199 Lake Shore Boulevard West, New Toronto.
London Teachers' College, Western Road, London.
North Bay Teachers' College, 168 First Avenue West, North Bay.
Ottawa Teachers' College, 195 Elgin Street, Ottawa.
Peterborough Teachers' College, 100 Benson Avenue, Peterborough.
Stratford Teachers' College, Water Street, Stratford.
Toronto Teachers' College, 951 Carlaw Avenue, Toronto 6.
University of Ottawa Teachers' College, 115 Wilbrod Street, Ottawa.
Windsor Teachers' College, 600 Third Concession Road, Windsor.

Staff

Hamilton Teachers' College

Principal: J. J. D. Londerville, M.A., M.Ed.
Vice-Principal: R. H. Brayford, B.A., B.Paed.
Secretary: Miss Vera Morgan
Librarian: Miss Louisa Moisley, B.A., B.L.S.

Instructional staff: J. A. Aikman, B.A., B.Paed.; Miss N. A. Arkles, B.A., B.Ed., (on leave); J. Bain, B.A., B.Ed.; N. A. Best, B.A., B.Ed.; J. R. Boos, B.A., B.Ed.; Miss H. D. Borman, B.A., L.R.S.M.; C. W. Cantelon, B.A., B.Ed.; P. Cremasco, B.A.; J. L. Field, M.A.; W. D. Gilmar, B.A.;

Miss A. M. Grant, M.A., B.H.Sc.; J. C. Haydon, B.A., M.Ed.; A. Lodge, B.A., M.Ed.; D. E. Long, B.A., M.Ed.; Miss E. A. Martin, M.A., B.Paed.; D. S. McAuley, B.A.; Miss M. McCrimmon, B.A.; Miss R. I. McIlroy, B.A., A.T.C.M.; R. M. McKay, B.A.; G. E. Munro; J. E. Pierce, B.A., M.Ed.; E. R. Pipher, B.A.; J. F. Siebert, B.A.; D. C. D. Sifton, B.A.; J. H. Smith, B.A., B.Ed.; G. J. Spidle, B.A.; A. Stecher, B.A., M.Ed.; N. H. Stevenson, B.A., B.Ed.; J. W. Storey, B.A., B.Ed.; D. A. Sutton, B.A., M.Ed.; H. H. Town, B.A., G. A. Watson, B.A.

Lakehead Teachers' College

Principal : W. A. West, B.A., B.Ed.
Vice-Principal: F. W. Hyder, B.A.
Secretary: Mrs. R. C. Dahl.
Librarian: Mrs. M. Robillard, L.T.C.L., A.T.C.M.

Instructional staff: S. P. Dromisky, B.A., B.Ed.; Miss I. Haythornthwaite, B.A.; C. W. Hodgson, B.A.; N. J. Kleven; Miss M. J. McKenzie, B.A., B.Ed.; Miss S. Petrone, B.A., A.T.C.M.; J. A. Pylypiw, B.A.

Lakeshore Teachers' College

Principal: D. E. Farwell, B.A., B.Paed.
Vice-Principal: H. R. Cross, B.A., B.Ed.
Secretary: Mrs. E. Jamieson.
Librarians: Miss M. Weston, B.A., M.S.
Mrs. J. E. Pearson, B.A., M.S.

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London Teachers' College

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Librarians: Miss W. I. Singer, B.A., B.L.S.
Mrs. M. E. Magee, B.A.

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North Bay Teachers' College

Principal: J. D. Deyell, B.A., B.Paed.
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Secretary: Mrs. K. Sullivan.
Librarian:

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Ottawa Teachers' College

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Peterborough Teachers' College

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Librarian: Mrs. M. Curtis, B.A., B.L.S.

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Stratford Teachers' College

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Vice-Principal: R. A. Oliver, B.A., B.Ed.
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Librarian: Miss V. E. Spera, B.A., B.L.S.

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Toronto Teachers' College

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Vice-Principal: R. O. Staples, B.A., D.Paed.
Secretary: Mrs. D. Rae.
Librarians: Miss E. St. John;
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B.A., B.Ed.; Mrs. M. E. White, B.A.; Miss A. Y. Wilson, B.A., B.Ed.; M. R. Wilson, B.A., M.Ed.; Miss M. H. Young, B.A., B.Ed.

University of Ottawa Teachers' College

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Vice-Principal: E. Dubois, B.A.
Secretary: Miss A. M. I. Parent, B.A.
Librarian: Miss M. B. Tarte, B.A.

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Windsor Teachers' College

Principal: R. S. Devereux, M.A.
Vice-Principal: R. L. Fritz, B.A.
Secretary: Miss H. Balkwill.
Librarian: Mrs. I. M. Hewitt, B.A.

Instructional staff: G. A. Broad, B.A., B.Ed.; C. A. Brown, B.A., B.Ed.; Miss M. A. Buck; L. A. Elliott, B.A., B.Ed.; Mrs. G. A. K. Foster, B.A.; Miss J. C. Harris, B.A.; E. Kinnin, B.A., M.Ed.; Miss E. D. Krauter, B.A.; J. F. Laforet, B.A., B.Ed.; J. H. Lennon, B.A.; W. E. Stadder, B.A.; R. T. Steeves, B.A., B.Ed.; F. S. Toll, B.A.

Courses and Certificates

Three courses, each leading to a certificate valid for teaching for five years in the public and separate schools of Ontario, are offered at each of the Hamilton, Lakehead, Lakeshore, London, North Bay, Ottawa, Peterborough, Stratford, Toronto and Windsor Teachers' Colleges. The first is the One-year Course for applicants holding required Grade 13 standing; the second is the Completing Year of the In-service Course for students who have attended successfully the Pre-Teachers'-College Summer Courses, First and Second Years, and who have taught successfully on Temporary Certificates in the public or separate schools of Ontario for one year after each Summer Course; and the third is the Two-year Course for applicants holding the Secondary School Graduation Diploma of the General Course with at least *four* options.

The One-year Course, the Completing Year of the In-service Course and the Two-year Course lead to Interim Elementary

School Teacher's Certificates, Standard 1, Standard 2, Standard 3 or Standard 4, depending upon the academic qualifications of the candidates. The Interim Elementary-School Teacher's Certificate, Standard 1, is the certificate which will be granted to successful candidates holding the minimum academic admission requirements for their Course. The Standard 2 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, has credit in five university subjects beyond the Grade 13 level. The Standard 3 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, has credit in ten university subjects beyond the Grade 13 level. The Standard 4 certificate may be granted to a successful candidate who, in addition to being eligible to receive the Standard 1 certificate, holds a Bachelor of Arts degree from an Ontario university or a degree the Minister deems equivalent thereto.

The requirements for proceeding from an Interim Elementary-School Teacher's Certificate, Standard 1, to Standard 2, Standard 3, and Standard 4 are outlined in Circular 635, *Memorandum re Changes in Certification of Elementary-School Teachers*, a copy of which may be obtained from the Deputy Minister of Education.

One-year courses leading to an Interim Elementary-School Teacher's Certificate, and to an Interim Second Class Certificate, valid in each case for five years in elementary-school classrooms attended by French-speaking pupils where, with the approval of the Minister, both English and French are used as languages of instruction in various subjects of the courses of study, are offered at the University of Ottawa Teachers' College.

In addition to the basic courses previously mentioned, two specialized courses are offered at the Toronto Teachers' College: the Primary School Specialist Certificate Course which prepares for teaching in junior and senior kindergartens and in Grades 1 and 2, and the Intermediate Home Economics Certificate Course, which may be taken at the Teachers' College during the same year as the One-year Course by graduates of the Two-year Course in Home Economics at the Ryerson Institute of Technology. Candidates enrolled in the Intermediate Home Economics Certificate Course will be required to obtain standing in a final examination in this subject to be written during the last two weeks of the second term on the date and at the hour set by the Department of Education.

Applicants for courses at the University of Ottawa Teachers' College should consult the supplementary leaflet, *Circular 601*,

which contains information pertaining to that College. Applicants for the Primary Specialist course should consult the *Calendar of the Primary School Specialist Certificate Course.* These publications may be obtained from the Deputy Minister of Education on request.

Admission Requirements

Academic Requirements

One-year Course

The academic requirement in September, 1962, for admission to the One-year Course leading to an Interim Elementary-School Teacher's Certificate is standing in eight Grade 13 papers, two of which shall be English Literature and English Composition (in the case of the University of Ottawa Teachers' College, one shall be either English Literature or English Composition and a second shall be either French Literature or French Composition); *or* a degree approved by the Minister from a university in the British Commonwealth.

In lieu of the Grade 13 standing outlined above, an applicant may forward evidence of successful completion of any *one* of the following:

(i) the Preliminary Year at Assumption University of Windsor;

(ii) the Qualifying Year at Carleton University;

(iii) the First Year at the University of Ottawa, if the course English 10 or 13 is included; (or, for admission to the University of Ottawa Teachers' College, if English 10 or 13, and Français 1 or 13 are included);

(iv) the Preliminary Year at Laurentian University of Sudbury, if the course of English 1 is included;

(v) the Preliminary Year at Waterloo University, College of Arts;

(vi) the Two-year Course in Pre-School Education at the Ryerson Institute of Technology;

(vii) the Two-year Course in Home Economics at the Ryerson Institute of Technology.

Completing Year of the In-service Course

The academic and professional requirements in September, 1962, for admission to the Completing Year of the In-service Course are the Secondary School Graduation Diploma of the General Course and evidence of successful completion of the Pre-Teachers'-College Summer Courses, First and Second

Years, each followed by at least six months of successful teaching on a Temporary Certificate in a public or separate school in Ontario.

Two-year Course

The academic requirement in September, 1962, for admission to the Two-year Course is the Secondary School Graduation Diploma of the General Course, with at least *four* options.

Should the enrolment have to be limited, a selection will be made on the basis of the academic record of the applicants in Grades 11 and 12. *Applications should be forwarded to the Deputy Minister of Education on or before July 13, 1962, and no assurance can be given that applications forwarded after that date will receive consideration.* (Note: Students planning to enter the teaching profession would be well advised to obtain the Grade 13 standing required for admission to the One-year Course.)

War Service Credit

Special provisions are made for the admission to the One-year Course at a Teachers' College of persons with service in the Forces during the war, 1939-45. Ex-servicemen and ex-servicewomen who wish to attend a Teachers' College and who hold at least Grade 12 standing are advised to write to the Registrar of the Department of Education, stating the secondary school standing held, and making clear the nature and duration of their war service.

Medical Examination

Before final admission to the Course, each applicant is required to pass a physical examination conducted by a medical examiner appointed by the Minister of Education. Each applicant, on applying for admission to the Course, should obtain a copy of the Preliminary Medical Report Card from a Teachers' College or from the Deputy Minister of Education, complete the information requested thereon, have the card signed by the family doctor or other physician, and mail the card without delay to Dr. N. W. Roome, Secretary, Teacher Education Medical Board, 40 Eglinton Avenue East, Toronto 12, in the addressed envelope provided. The receipt of the card will be acknowledged; in some cases applicants will be requested to take an advance medical examination; in other cases the medical examination will be given after the course opens. In all cases, a medical fee of $3.75 will be required, and full instructions will be given to the candidate regarding payment of the fee and the time and place of the examination.

An applicant who is found to suffer from a physical condition which, although not so serious as to prevent his present entry into the teaching profession, is likely in the course of time to become aggravated, shall be required to sign a document waiving his right to be considered for a pension in case of retirement because of disability.

In the event of the rejection of the applicant in consequence of the medical examination, the Department of Education will refund (1) the medical examination fee of $3.75; (2) the actual cost of return transportation (railway coach or bus) between the Teachers' College centre and the applicant's place of residence in Ontario, and (3) a sum calculated at the rate of $1.00 a day from the date the applicant began attendance at the Course until the date the applicant was notified of his exclusion by the Principal.

Other Requirements

Each applicant for admission to a Teachers' College must be a British subject. He is also required to forward (i) either a certificate from the Deputy Registrar-General of Births, 70 Lombard Street, Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact, stating the place and date of his birth, and (ii) a certificate from a clergyman or other competent authority that the applicant is of good moral character.

Each applicant for admission to a Teachers' College must be interviewed by a representative or by representatives of a Teachers' College Committee of Selection. Individual interviews will be arranged, through the offices of the principals of the secondary schools, during the last three or four months of the school year. Applicants not in attendance at a secondary school should write to the Principal of the Teachers' College of their district, as early as possible in the calendar year, regarding arrangements for an interview.

Application for Admission

An application form for admission to a Teachers' College may be obtained from the Deputy Minister of Education, Toronto, Ontario, after March 1. With the application form a candidate will receive a Preliminary Medical Report Card. This card should be completed *as soon as possible* and mailed, in the envelope provided, to Dr. N. W. Roome, Secretary, Teacher Education Medical Board, 40 Eglinton Avenue East,

Toronto 12, Ontario. The completed application form should be returned to the Deputy Minister of Education, Toronto, Ontario, before July 13, with certificates of birth, character, and academic standing.

An applicant for the One-year Course should submit his application by July 13, even though he has not received the results of his Grade 13 examinations. His Grade 13 certificates may be forwarded later in August. An applicant who has appealed the results of a Departmental examination should forward his application without waiting for a decision on his appeal. His application will receive attention when the result of his appeal is determined.

An admission card will be sent to each applicant who meets satisfactorily the requirements outlined in the official application form. *The card should be taken by the applicant to the Teachers' College when he reports on opening day.*

Admission to Two-year Course

Should the enrolment for the Two-year Course have to be limited, a selection will be made on the basis of the academic record of the applicants in Grades 11 and 12.

Applications should be forwarded to the Deputy Minister of Education on or before July 13, and no assurance can be given that applications forwarded after that date will receive consideration. (Note: Students planning to enter the teaching profession would be well advised to obtain the Grade 13 standing required for admission to the One-year Course.)

Board and Lodging

The principal of the Teachers' College will forward a list of boarding-houses on request.

Duties of Students

Students shall be regular and punctual in attendance.

Students are required to board and lodge at such houses only as are approved by the principal.

Students whose conduct, attendance, or progress is unsatisfactory, may, after a hearing, be suspended from the College by the principal. Where the principal suspends a student, he shall notify the Minister of Education who shall remove, confirm, or modify the suspension or dismiss the student from the course.

Notwithstanding the medical examination at the time of admission to a Teachers' College, a student may be required to take a further medical examination during the course if the principal so recommends. A student certified as medically unfit by the medical examiner may be dismissed from the course.

Expenses

No tuition fees are charged for the Teachers' College course. Students whose homes are not in a Teachers' College centre will have the expense of room and board, and all students will be responsible for travelling and living expenses incurred during any weeks of continuous practice teaching in classrooms located outside of the Teachers' College centre. The cost of text-books, note-books, and supplies should not exceed $50.00 for the year. The fees of student organizations to defray the cost of extra-curricular activities are approximately $10.00.

Student Organizations

The social, athletic, and cultural programme of the Teachers' College outside of class hours is largely under the direction of the students themselves through their extra-curricular organizations. In the interests of their own personal development, students are encouraged to take part in the various activities sponsored by these societies and groups.

Religious Instruction

Religious instruction for students in attendance will be provided by local clergymen of the different denominations.

Bursaries and Loans

Provincial Student-Aid Bursaries, Dominion-Provincial Student-Aid Bursaries, and Provincial Student-Aid Loans are available to Teachers' College students who meet the conditions of award. Full information regarding bursaries is given in Circular 115, and regarding loans in Circular 120. Copies of these circulars may be obtained from the Deputy Minister of Education, Parliament Buildings, Toronto 2, Ontario, or from the principals of the Teachers' Colleges.

Ontario Scholarships are available for students in the One-year Course, who obtain at least 80% on eight Grade 13 papers written in June, 1962 (including English Composition and English Literature, but not including Problems). Application

forms for these scholarships (Form Sec. 123) may be obtained from secondary school principals, and should be sent to the Deputy Minister of Education, Parliament Buildings, Toronto 2, Ontario, by July 13, 1962.

The O. E. A. Elementary Teachers' Loan Fund provides a limited number of interest-free loans to students enrolled at the Hamilton, Lakehead, Lakeshore, London, North Bay, Ottawa, Peterborough, Stratford, Toronto, and Windsor Teachers' Colleges. Information regarding these loans is available from the Deputy Minister of Education or from the principals of the Teachers' Colleges.

Transportation Refund, North Bay and Lakehead Teachers' Colleges

Where a student at the North Bay Teachers' College or the Lakehead Teachers' College is a resident in Ontario, the Department of Education will refund the aggregate cost in excess of $5.00, of the railway coach or bus fare from the student's home to the College in September and the fare for returning therefrom at the end of the school year.

PROGRAMMES OF STUDY

One-year Course

The programme of study for the One-year Course shall be as follows:

Group I: Educational Psychology; School Management; English, Part I; English, Part II; Mathematics; Social Studies; Science; Art; Music; Physical Education and Health.

Group II: Industrial Arts *or* Home Economics; Library Methods; Methods in Religious Education; Religious Instruction.

Group III: Directed observation and practice teaching in urban and rural elementary schools.

Completing Year of the In-service Course

The programme of study for the Completing Year of the In-service Course for students who have successfully completed the Pre-Teachers'-College Summer Courses, First and Second Years, and who have taught successfully in the public or separate schools of Ontario for two years on Temporary Certificates shall be as follows:

Group I: English A (or B); History (or Geography); Child Psychology; Educational Psychology; Methods in English, Social Studies, Mathematics, Science, Art, Music, Physical Education, and Health.

Group II: Industrial Arts *or* Home Economics; Principles and Practices; Library Methods; Methods in Religious Education; Religious Instruction.

Group III: Directed observation and practice teaching in urban and rural elementary schools.

Two-year Course

The programme of study for the Two-year Course shall be as follows:

First Year

Group I: Child Psychology; English A; Geography; School Management; General Methodology; Methods in Science, Art, Music, Physical Education, Health, and Primary English.

Group II: School Library Service; Religious Instruction.

Group III: Directed observation and practice teaching in urban and rural elementary schools.

Second Year

Group I: Educational Psychology; English B; History; The School and the Community; History of Education; Methods in Mathematics, Social Studies, and Junior and Intermediate English.

Group II: Industrial Arts *or* Home Economics; Children's Literature; Audio-Visual Education; Methods in Religious Education.

Group III: Directed observation and practice teaching in urban and rural elementary schools.

One-year, In-service, and Two-year Courses

Concurrently with the study of methods, there will be a review from the standpoint of pedagogy of the content of the subjects of the Primary and Junior Divisions, and of Grades 7 and 8 of the Intermediate Division. While detailed treatment of the work of the Kindergarten and of Grades 9 and 10 will not be required, attention will be directed to the place of the Kindergarten in the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in the various Divisions of the elementary school in urban and rural classrooms. Observation and practice teaching in Grades 9 and 10 will not be required.

Students who exhibit marked deficiencies in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, may be organized into groups under the guidance of the staff for the purpose of planning and carrying out a programme of self-improvement.

SESSIONAL RECORDS

Sessional records will consist of the records of term examinations, oral and written class tests, and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student who in any examination subject obtains 66 per cent of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from the final examination in that subject.

FINAL STANDING

The final examination papers in Group I of the One-year Course, of the Completing Year of the In-service Course, and of the Two-year Course will be prepared by the staff of each Teachers' College and will be written during the last two weeks of the second term on the dates and at the hours set by the Department of Education.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for the sessional record and 100 for the final examination.

The standing of extra-mural candidates will be determined by the final written examinations. For this purpose the maximum of marks in the case of each paper will be 200.

One-year Course

The final examination papers of the One-year Course shall be: Educational Psychology; School Management; English, Part I; English, Part II; Mathematics; Social Studies; Science; Art and Music; Physical Education and Health.

A candidate in the One-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group I, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary-School Teacher's Certificate.

NOTE: A candidate enrolled in the Intermediate Home Economics Certificate Course will be required to write sessional and final examinations in this subject. Such a

candidate who is otherwise qualified and who obtains 66% of the marks assigned to Intermediate Home Economics on the sessional records may, on the recommendation of the staff, be exempt from the final examination in that subject.

Candidates otherwise qualified who fail in not more than two of the examination subjects of Group I of the One-year Course and who pass in practice teaching, may be exempted from further attendance and may complete their standing by passing at one or more future annual examinations the final paper or papers in the subjects in which they have failed.

Candidates in the One-year Course who fail in practice teaching, or who pass in practice teaching but fail in three or more of the examination subjects of Group I, may complete their standing by repeating attendance at a subsequent January to June term, preferably at a different Teachers' College from that previously attended, and by passing in the practice teaching and final examinations of that term. Such students are advised, however, to repeat the entire session if possible.

Completing Year of the In-service Course

The final examination papers of the Completing Year of the In-service Course shall be: English A *or* English B; History *or* Geography; Child Psychology; Educational Psychology; Methods in English and Social Studies; Methods in Mathematics and Science; Methods in Art and Music; Methods in Physical Education and Health.

A candidate in the Completing Year of the In-service Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group I, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary-School Teacher's Certificate.

Candidates otherwise qualified who fail in not more than two of the examination subjects of Group I of the Completing Year and who pass in practice teaching, may be exempted from further attendance and may complete their standing by passing at one or more future annual examinations the final paper or papers in the subjects in which they have failed.

Candidates in the Completing Year who fail in practice teaching, or who pass in practice teaching but fail in three or more of the examination subjects of Group I, may complete their standing by repeating attendance at a subsequent January to June term, preferably at a different Teachers' College, and by

passing in the practice teaching and the final examinations of that term. Such students are advised, however, to repeat the entire session if possible.

Two-year Course, First Year

The final examination papers of the First Year of the Two-year Course shall be: Child Psychology; English A *or* English B; Geography *or* History; School Management; General Methodology; Methods in Primary English; Methods in Science; Methods in Art and Music; Methods in Physical Education and Health.

A candidate in the First Year of the Two-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group I, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be admitted to the Second Year of the Course.

Candidates in the First Year of the Two-year Course who fail in not more than two of the examination subjects of Group I of the First Year and who pass in practice teaching will be granted conditional admission to the Second Year of the Course, but such candidates will be required to write at the next annual examinations the final paper or papers in the subjects of the First Year in which they have failed, and shall not be granted standing for the First Year until they have passed in such paper or papers.

Candidates in the First Year of the Two-year Course who fail in practice teaching, or who pass in practice teaching but fail in three or more of the examinations of Group I of the First Year, may complete their standing by repeating attendance from September to June in a subsequent school year, preferably at a different Teachers' College, and by passing in practice teaching and the final examinations in that year.

It should be noted that students in the First Year of the Two-year Course, 1962-63, will not be eligible for employment by Boards of Trustees as teachers for the school year 1963-64, and that no Letters of Permission authorizing the employment of such students in that school year will be issued to Boards of Trustees. This ruling applies to students who are successful in the First Year and to those who fail to obtain complete standing.

Two-year Course, Second Year

The final examination papers of the Second Year of the Two-year Course shall be: Educational Psychology; English B;

History; The School and the Community; History of Education; Methods in Junior and Intermediate English; Methods in Social Studies; Methods in Mathematics. (Note: English A should be substituted for English B, if the latter was taken in First Year; Geography should be substituted for History if History was taken in First Year.)

A candidate in the Second Year of the Two-year Course who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group I, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary-School Teacher's Certificate.

Candidates in the Second Year of the Two-year Course who are otherwise qualified, who fail in not more than two of the examination subjects of Group I, and who pass in practice teaching, may be exempted from further attendance and may complete their standing by passing at one or more future annual examinations the final paper or papers in the subjects in which they have failed.

All other candidates in the Second Year of the Two-year Course who have failed to obtain the necessary final standing may complete the course by successful attendance, preferably at a different Teachers' College, at a subsequent January to June term.

APPEALS

Provided he has passed in practice teaching, a candidate who has failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, accompanied by a fee of $2.00 per paper made payable to The Treasurer, Province of Ontario. This fee will be returned to the candidate if the appeal is sustained.

EXTRA-MURAL CANDIDATES

Extra-mural candidates who plan to write all or certain of the final examinations at a Teachers' College should apply for permission to do so to the Deputy Minister, Department of Education, Parliament Buildings, Toronto, Ontario, before April 14. Extra-mural candidates residing in the counties of Southern Ontario will write the examinations at a Teachers' College. Extra-mural candidates residing in the districts of Northern Ontario may obtain permission to write at the North

Bay Teachers' College, the Lakehead Teachers' College or at the office of the local School Inspector. If the latter arrangement is desired, a specific request to write the examinations at the School Inspector's office should be included in the letter to the Deputy Minister. Upon receiving written permission to write the final examinations, the applicant should file his letter with the principal of the Teachers' College at which he plans to write with the request that he be supplied with any available assistance for extra-mural candidates.

A medical examination, for which a fee of $3.75 shall be paid by the applicant, is required in the case of extra-mural candidates whose health status has not previously been accepted for admission to the teaching profession in Ontario. An appointment for this examination will be arranged by the principal at the Teachers' College centre during the examination week. An extra-mural candidate resident in Northern Ontario should apply to the Deputy Minister of Education, Parliament Buildings, Toronto, Ontario, for information regarding the medical examination.

CERTIFICATION OF TEACHERS QUALIFIED OUTSIDE ONTARIO

A person who is qualified as a teacher in another educational system and who wishes to become certified for teaching in Ontario, should forward official evidence of his academic and professional standing and the names and addresses of his last inspector and employer to the Deputy Minister of Education, Parliament Buildings, Toronto, Ontario, as early as possible in the school year with a request that he be granted a Letter of Standing. Such a Letter of Standing is valid for teaching in the elementary schools of Ontario until the close of the school year in which it is issued. If a person holding such a Letter of Standing obtains a teaching position in the Province of Ontario and it is certified by his Inspector of Schools at the close of the teaching year that he is suitable in every way to teach in Ontario, he may be granted an Interim Second Class Certificate or an Interim Elementary-School Teacher's Certificate valid for teaching in the elementary schools of the Province.

In the case of a person qualified as a teacher in a foreign country where English is not the mother tongue, the applicant may be interviewed by a committee set up for the purpose in the Department of Education, Parliament Buildings, Toronto.

This committee may recommend the acceptance or rejection of the applicant, and may advise with regard to the further preparation required for certification as a teacher in Ontario.

CANDIDATES HOLDING HIGH SCHOOL ASSISTANT'S CERTIFICATES

A candidate who holds an Interim High School Assistant's Certificate may qualify for an Interim Elementary-School Teacher's Certificate by attending a Teachers' College for the January to June term and passing in practice teaching and in the final examinations in Group I of the One-year Course for an Interim Elementary-School Teacher's Certificate.

A candidate who holds a Permanent High School Assistant's Certificate may qualify for an Interim Elementary-School Teacher's Certificate by passing the final examinations in Group I of the One-year Course for an Interim Elementary-School Teacher's Certificate.

PERMANENT CERTIFICATES

The requirements for proceeding from an Interim Elementary-School Teacher's Certificate to a Permanent Elementary-School Teacher's Certificate are outlined in Circular 614, *Memorandum Re Basic Teaching Certificates Valid in Elementary Schools*, a copy of which may be obtained from the Deputy Minister of Education.

COURSES OF STUDY—One-year Course

Educational Psychology

Child Study

The physical, mental, emotional and social growth of children through infancy, childhood and adolescence; individual differences; the adjustment of the individual; guidance and counselling.

Mental Health

The mental health of the school child; the mental health of the teacher; conditions in school favourable to the growth of healthy personalities; inter-personal and inter-group relationships; understanding the behaviour problems of children.

General Methodology

Aims in education; learning; factors affecting learning; knowledge, skills, habits, attitudes; principles of lesson planning; lesson plans; types of lessons; questioning; story-telling; use of textbooks; audio-visual aids; seatwork; project and enterprise as co-operative learning activities; organization of units of work into lesson sequences; measurement of learning; preparation and grading of written tests and examinations; diagnostic and achievement tests; intelligence tests; teaching exceptional children.

School Management

Classroom Management

Classroom environment—furnishings, equipment, lighting, heating, ventilation and decoration; responsibility for school property.

Classroom administration—classification of pupils, routines, supervision, grouping for instructional and workshop-type activities, extra-curricular activities, development of self-control, treatment of misdemeanours, and suspension and expulsion of pupils.

Preparation for teaching—time-tables, daily plans, planning the work for the first day, week, term, and year.

The Teacher

Personal qualifications; health; relations with pupils, parents, community, trustees, supervisors, colleagues, Home and School Association and other agencies concerned with child welfare; professional organizations; The Ontario Teachers' Federation; parent-teacher interviews; Department of Education Summer Courses; local inservice courses, under-graduate and post-graduate university courses.

The Teaching Position

Certification; appointment; tenure; resignation; dismissal; sick leave; superannuation.

The Ontario School System

The Department of Education; local administrative units; the inspector; the principal; the teacher; records and reports; school days and holidays; attendance register; Ontario School Report folders; pupil report cards; text book regulations; objectives and organization of the Kindergarten, Primary, Junior, Intermediate and Senior divisions; pupil promotions; appropriate sections of Ontario School Law and Regulations; auxiliary education.

English, Part I (Primary Division)

Speech

Aims of speech instruction in the Primary Division; opportunities for oral expression in the classroom; encouragement of desirable speech habits; example of the teacher; correction of faulty speech.

Reading

Reading readiness; methods of teaching reading; phonics; reading groups; reading levels; reading skills; common reading disabilities; use of approved basic readers; use of teachers' manuals; supplementary reading; the school library.

Literature

Poetry and prose for appreciation; selection of stories and poems; methods of presentation; story telling.

Composition

Development of oral and written language skills; conversation, story telling, dramatization, verse making; opportunities for language experiences in the classroom.

Writing

Advantages of print-script in the Primary Division; methods of teaching; letter forms at successive levels of attainment; standards; example of the teacher; writing and the left-handed child.

Spelling

Methods of teaching; careful supervision of written work; use of approved text-books; causes of poor spelling; remedial work.

English, Part II

(Junior Division and Grades 7 and 8 of Intermediate Division)

Speech

Aims of speech instruction in the Junior Division and in Grades 7 and 8 of the Intermediate Division; opportunities for oral expression in the classroom; encouragement of desirable speech habits; example of the teacher; correction of faulty speech.

Reading

Objectives in reading instruction in the Junior Division and in Grades 7 and 8 of the Intermediate Division; reading groups; reading levels; reading skills; testing and remedial work; use of approved readers; use of teachers' manuals; types of reading; supplementary reading; the school library; library skills.

Literature

Objectives in the study of literature; the teaching of literature; guiding individual reading; the school library; using the services of the public library; travelling libraries.

Composition

Methods of teaching oral and written composition; conversation; verse making; story telling; dramatization; opportunities for oral and written language expression in the classroom; word study; sentence study; paragraph study; correct language forms; mechanics; use of the dictionary.

Writing

Methods of teaching writing; transition from print-script to round-hand writing; slanted cursive writing; supervision of writing in daily work; uniformity and individuality; writing and the left-handed pupil; use of standard scales in judging writing; example of the teacher.

Spelling

Careful supervision of written work; methods of teaching spelling; use of approved text-books.

Grammar

Aim and scope of a typical course in grammar in Grades 7 and 8; methods of teaching grammar; application to oral and written English.

Mathematics

Primary Division

Objectives of arithmetic instruction in the Primary Division; number knowledge of pupils entering school; sequence of topics; methods of teaching; social applications of number; opportunities for number experiences in and out of school; materials of instruction; measurement of number achievement.

Junior Division

Objectives of arithmetic instruction in the Junior Division; sequence of topics; methods of teaching; relationship of arithmetic to daily living; drill and practice; materials of instruction; diagnostic testing and remedial instruction; measurement of achievement; use of text-books.

Grades 7 and 8 of the Intermediate Division

Objectives of mathematics instruction in Grades 7 and 8; sequence of topics; methods of teaching; relationship of mathematics to daily living; drill and practice; materials of instruction; testing and remedial instruction; measurement of achievement; use of text-books; relationship of mathematics programme in Grades 7 and 8 to that of Grades 9 and 10 of the Intermediate Division.

Social Studies (History and Geography)

Primary Division

Scope and objectives of a typical programme in Social Studies in the Primary Division; child experiences related to the family, helpers, neighbourhood, and community as a basis for discovering principles of social living; development of good social attitudes; stories illustrating good family or personal relationships; excursions; directed observations; group activities; audio-visual aids; opportunities for teaching provided by special occasions, e.g., Thanksgiving, Commonwealth Day, etc.; correlation with oral language, reading, art, etc.

Junior Division

Scope and objectives of a typical programme in Social Studies in the Junior Division; methods of teaching; pupils' records; use of the globe; map exercises; group activities; illustrations of conservation practices; development of good citizenship from the home to the United Nations; study of current events; supplementary reading; audio-visual aids; correlation with language, reading, handwork, art, etc.

Grades 7 and 8 of the Intermediate Division

Scope and objectives of the alternative programmes of History and Geography and of Social Studies in Grades 7 and 8; consideration of the new courses in History and Geography; methods of teaching; pupils' records; use of the globe; map study; use of compass; use of topographical maps of local areas; study of conservation practices; field trips and excursions; co-operative class work; activities related to the development of good citizenship in the home, the school, the community, the nation; the British Commonwealth of Nations; the United Nations; study of current events; correlation with oral and written language activities; supplementary reading; audio-visual aids.

Science

Primary Division

Purpose of the course; review from the standpoint of pedagogy of topics from a typical course of study in Natural Science for Grades 1, 2, and 3; the class excursion; activities related to window boxes, insect cages, aquaria, vivaria; methods of studying common natural phenomena, e.g., snow, frost, ice, rain, moon, sun, buds, leaves, flowers, seeds, cocoons; nature calendars; conservation of wild flowers, birds, etc.; correlation of science with other subjects of the curriculum.

Junior Division, and Grades 7 and 8 of the Intermediate Division

Purpose of the course; review from the standpoint of pedagogy of topics from typical courses of study in Science for the Junior Division and for Grades 7 and 8 of the Intermediate Division; soil, forest, water, and wild life conservation; specimen study; assigned observations; use of aquaria, vivaria, insect cages, etc.; simple experimentation; projects, e.g., making collections, feeding birds, making school gardens, school-ground improvement, etc.; use of library for research; correlation with other subjects of the curriculum; pupils' records; equipment; relationship of science programme in Grades 7 and 8 to that of Grades 9 and 10 of the Intermediate Division.

Art

General Methodology

The purposes of teaching art; characteristics of contemporary art education; the picture-making programme; the programme in three-dimensional materials; stages of development in child art; appraisal of children's work.

Core Activities

Picture-making; study of design in relation to art activities, to contemporary and traditional art production, and to daily living; art related to the teaching of other school subjects.

Supplementary Activities

Exploration of some of the following activities: linoleum cutting; carving; marionette and puppet-making; paper sculpture; silk screen printing; poster-making; model building; stencilling on paper and textiles; book craft; modelling and ceramics; advanced drawing.

Music

General Methodology

Objectives of music instruction in the elementary school; methods of teaching music by rote and by note; problems in primary grades; the rhythm band; the child voice; the adolescent voice; use of the pitch-pipe, piano, record-player, and radio; elementary conducting; correlation of music with other subjects; the music festival; relationship of teacher and supervisor.

Core Activities

Study of suitable song material; rote singing; use of tonic-sol-fa syllables; ear training; sight-singing from staff notation; music writing; part-singing; development of appreciation through participation and listening.

Supplementary Activities

Choral and instrumental groups.

Physical Education

Purpose of the course; objectives of the physical education programme in the elementary school; scope of a typical programme in physical education in the Primary Division, in the Junior Division, and in Grades 7 and 8 of the Intermediate Division; methods of teaching; adaptations of the programme for rural and urban schools; equipment; the planning of recreation periods—recess, noon-hour, after school, etc.; organization of play days; safety procedures.

Health

Purposes of the health programme; objectives of health teaching in the elementary school; scope of a typical programme in health education in the Primary Division, in the Junior Division, and in Grades 7 and 8 of the Intermediate Division; methods of teaching; correlation with other school subjects; healthful school living; health services in the school and community; the teacher's personal health; duties of the teacher, pupils, and trustees as determined by the provisions of the Ontario Public Health Acts and Regulations.

Industrial Arts

Aims of instruction in industrial arts; selected activities involving the fundamental operations in one or more of woodworking, metalworking, and mechanical drawing; household mechanics; safety measures in the workshop.

Home Economics

Objectives of home economics education; personal development; grooming; selection and care of clothing; social development and behaviour; family living; entertaining; consumer education; nutrition; selected activities involving cooking, and one or more of sewing, mending, weaving, knitting, crocheting, etc.

Library Methods

School Library Service

The Teachers' College library; use of card catalogues, indexes, reference books, periodicals, and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library; the rural school library; selection and purchase of books; library records.

Children's Literature

Development of children's literature; guiding the child's reading programme; modern trends in text, illustration, and format of children's books.

Religious Education

Religious Exercises

Conducting prayers, hymns, and the National Anthem; oral reading of the Scriptures; speaking of memorized verses; choral speaking.

Methodology

Use of the Teachers' Guides; story telling; dramatization; memorization; manual activities; use of the enterprise; seatwork; adapting the programme to the rural school; treatment of typical lesson units; review; correlation with other subjects.

Departmental Regulations

A study of the regulations relating to Religious Exercises and Religious Education in the Public Schools.

Religious Instruction

Religious instruction for students will be provided by local clergymen of the different denominations.

COURSES OF STUDY

Completing Year of the In-service Course

Child Psychology

See Child Psychology of Two-year Course, First Year, page 37.

Educational Psychology

See Educational Psychology of the Two-year Course, Second Year, page 39.

English A (or B)

See English A (page 37) or English B (page 39) of the Two-year Course.

History (or Geography)

See History (page 39) or Geography (page 38) of the Two-year Course.

(Note: Candidates holding standing in either Grade 13 History or Grade 13 Geography will not be required to take the course in History (or Geography).

Methods in English

Review of English, Part I (pages 29, 30) and English, Part II (pages 30, 31) of the One-year Course.

Methods in Social Studies

Review of Social Studies (History and Geography) of the One-year Course, page 32.

Methods in Mathematics

Review of Mathematics of the One-year Course, pages 31, 32.

Methods in Science

Review of Science of the One-year Course, page 33.

Methods in Art

See Art of One-year Course, page 33.

Methods in Music

See Music of One-year Course, page 34.

Methods in Physical Education

See Physical Education of One-year Course, page 34.

Methods in Health

See Health of One-year Course, page 34.

Industrial Arts

See Industrial Arts of One-year Course, page 35.

Home Economics

See Home Economics of One-year Course, page 35.

Principles and Practices

A review of principles of lesson planning and general methodology; discussion of problems in school management. (A refresher course; not an examination subject.)

Library Methods

See Library Methods of One-year Course, page 35.

Methods in Religious Education

See Religious Education of One-year Course, page 35.

Religious Instruction

Religious instruction for students will be provided by local clergymen of the different denominations.

COURSES OF STUDY—Two-year Course, First Year

Child Psychology

The physical, mental, emotional, and social growth of children through infancy, childhood, and adolescence; children's interests; the mental hygiene of childhood and adolescence; inter-personal and inter-group relationships; understanding the behaviour problems of children.

English A

Principles of English composition; principles of English grammar; correct usage; the writing of essays, letters, and reports; intensive study of a Shakespearean play; the study of a selected novel; introductory appreciative study of poetry.

(*Note: On the recommendation of the Principal, English B of the Second Year Course may be substituted for English A.*)

Geography (Canada and the Modern World)

The physical, economic, and political geography of the regions of Canada; Canadian production; patterns of commercial activity; external trade relationships; influence of geography on Canada's place in the Modern World.

(Notes: (1) Candidates holding Grade 13 standing in Geography will not be required to take this course. (2) On the recommendation of the Principal, History of the Second Year Course may be substituted for Geography.)

School Management

See School Management of One-year Course, pages 28, 29.

General Methodology

See General Methodology section of Educational Psychology, One-year Course, page 28.

Methods in Primary English

See English, Part I, of One-year Course, pages 29, 30.

Methods in Science

See Science of One-year Course, page 33.

Methods in Art

See Art of One-year Course, page 33.

Methods in Music

See Music of One-year Course, page 34.

Methods in Physical Education

See Physical Education of One-year Course, page 34.

Methods in Health

See Health of One-year Course, page 34.

School Library Service

See School Library Service section of Library Methods of One-year Course, page 35.

Religious Instruction

Religious instruction for students will be provided by local clergymen of the different denominations.

Educational Psychology

Introduction to educational psychology; nature, growth, and measurement of intelligence; individual differences; the learning process; transfer of learning; education of exceptional children; educational measurements; nature and development of personality; personality adjustment; the mental health of the teacher; conditions in school favourable to the growth of healthy personalities.

English B

Intensive study of a Shakespearean play; the study of a modern play; appreciative study of selected poetry, including one longer poem; the writing of short appreciations of the merits of given paragraphs of good prose; reproduction in shorter form of the substance of given paragraphs.

(*Note: Candidates who take English B in the First Year should substitute English A in the Second Year.*)

History (Canada and the Modern World)

The rise of nations in the Americas (treated extensively); the growth of the United States; Canada's advance to nationhood within the British Empire Commonwealth; the First World War; the world in transition, 1918 to 1939; the Second World War; the United Nations; contemporary Canadian problems.

(*Notes: (1) Candidates holding Grade 13 standing in History will not be required to take this course. (2) Candidates who take History in the First Year should substitute Geography in the Second Year.*)

The School and the Community

The local community, its physical setting, history, social and economic structure; role of the school in the community; influence of the community upon curricula; utilization of community resources for purposes of instruction; educative agencies other than the school, such as family, church, press, Home and School Associations, etc.; influence of environment upon individual and group behaviour; development of satisfactory human relations; juvenile delinquency; child welfare movements and agencies; community recreation; adult education.

History of Education

An introduction to the historical and philosophical backgrounds of education; Greek education; Roman education; educational thought in the Middle Ages; education and the Renaissance; contributions made to modern educational thought by Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, and Montessori; modern theories of education; development of education in Ontario.

Industrial Arts

See Industrial Arts, One-year Course, page 35.

Home Economics

See Home Economics, One-year Course, page 35.

Methods in Junior and Intermediate English

See English, Part II, of One-year Course, pages 30, 31.

Methods in Mathematics

See Mathematics of One-year Course, pages 31, 32.

Methods in Social Studies

See Social Studies (History and Geography) of One-year Course, page 32.

Methods in Religious Education

See Religious Education of One-year Course, page 35.

Children's Literature

Reading interests of elementary school children; development of children's literature; trends in text, format, and illustration over the years. Types of children's literature: folklore, legends, myths, fairy tales, fables, Bible stories, stories of real life, tales of mystery and adventure, biography, informative books, Mother Goose, ballads and story poems, poetry of the child's world, humour in prose and verse, picture books. Reading of noteworthy examples of children's literature.

Audio-Visual Education

The value and use of such aids to learning as the following: graphs, charts, posters, maps, blackboard, bulletin boards, models, specimens, slides, film strips, motion pictures, sound motion pictures, reflectoscope, record player, tape recorder, radio, television.

BOOKS OF REFERENCE

Art

Department of Education: *Art and Crafts in the Schools of Ontario; Children and Their Pictures; Art Education in the Kindergarten; Art Education for Slow Learners; Art Education during Adolescence.* Ryerson, 1959, 1951, 1952, 1960, 1954.

Gaitskell: *Children and their Art.* Harcourt Brace (Longmans Canada Ltd.), 1958.

Harrison, Elizabeth: *Self Expression Through Art.* Gage, 1960.

Hart: *What Shall We Do in Art?* Book Society of Canada, 1957.

Horne: *Young Artists.* Longmans Canada Ltd., 1961.

Lowenfeld, Viktor: *Creative and Mental Growth.* (*Third Edition*). *Your Child and his Art.* Collier-Macmillan, 1957, 1954.

Payant: *Design Technics.* Design Publishing Company, Columbus, Ohio.

Richardson: *Art and the Child.* University of London Press (Clarke, Irwin), 1948.

Audio-Visual Education

Dale: *Audio-Visual Methods in Teaching.* (*Revised Edition*). Dryden Press (Holt, Rinehart & Winston), 1954.

Kinder: *Audio-Visual Materials and Techniques.* (*Second Edition*). American Book Co. (Gage), 1959.

Thomas, Swartout: *Integrated Teaching Materials.* David MacKay (Longmans Canada Ltd.), 1960.

Wittich and Schuller: *Audio-Visual Materials, their Nature and Use.* Harper & Bros. (Musson), 1953.

Children's Literature

Arbuthnot: *Children and Books.* Scott, Foresman (Gage), 1947.

Eayre: *20th Century Children's Books.* British Council Publications, 1952.

Fenner: *Proof of the Pudding.* Longmans, Green (Longmans Canada Ltd.), 1957.

Kunitz and Haycraft: *The Junior Book of Authors.* The H. W. Wilson Co., New York, 52, 1951.

Meigs et al: *A Critical History of Children's Literature.* Collier-Macmillan, 1953.

Muir: *English Children's Books, 1600-1900.* Batsford (Clarke, Irwin), 1954.

Mahoney, Latimer, and Folmsbee: *Illustrators of Children's Books.* Horn Book Inc., 1947.

Smith: *The Unreluctant Years.* American Library Association, Chicago, 1953.

Thomson: *Books for Boys and Girls.* Ryerson, 1954; Supplement 1960.

Educational Psychology

Aitken: *Teaching a Child.* Gage, 1957.

Baker: *Introduction to Exceptional Children.* Collier-Macmillan, 1959.

Bernard, H. W.: *Mental Hygiene for Classroom Teachers; Psychology of Learning and Teaching.* McGraw-Hill, 1952, 1954.

Bowers et al: *Exceptional Children in Home, School, and Community.* Dent, 1960.

Child Growth and Guidance, Books 1, 2, 3 and 4. The Board of Education, Toronto, (Gage), 1956, 1958, 1960.

Cole, Bruce: *Educational Psychology.* World Book Co. (Longmans Canada Ltd.), 1958.

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Crow and Crow: *Educational Psychology* (*Revised Edition*). American Book Co. (Gage), 1958. *Child Development and Adjustment.* The Macmillan Co. N.Y. (Collier-Macmillan), 1962.
Curtis and Andrews: *Guiding Your Student Teacher.* Prentice-Hall, 1954.
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Garrison: *Growth and Development.* Longmans, Green (Longmans Canada Ltd.), 1952.
Garrison, N. L.: *The Improvement of Teaching.* Dryden Press (Longmans Canada Ltd.), 1955.
Gates et al: *Educational Psychology* (*Third Edition*). Collier-Macmillan, 1955.
Gesell and Ilg: *The Child from Five to Ten.* Harper (Musson), 1946.
Gesell, Ilg and Ames: *Youth, The Years from Ten to Sixteen.* Harper (Musson), 1956.
Jameson-Hicks: *Elementary School Curriculum.* Gage, 1960.
Jefferis: *An Introduction to Educational Psychology.* Dent, 1958.
Jenkins et al: *These Are Your Children.* (*Expanded Edition.*) Gage, 1953.
Jessild: *Child Psychology.* Prentice-Hall, 1960.
Lane and Beauchamp: *Understanding Human Development.* Prentice-Hall, 1959.
Lindgren: *Educational Psychology in the Classroom.* Wiley (Gen. Publishing Co.), 1956.
Lovell: *Educational Psychology and Children.* University London Press (Clarke, Irwin), 1958.
Martin and Stendler: *Child Behaviour and Development.* Harcourt, Brace (Longmans Canada Ltd.), 1959.
Michaelis and Grim: *The Student Teacher in the Elementary School.* Prentice-Hall, 1953.
Oliver: *Effective Teaching.* Dent, (*Revised Edition*, 1960).
Redl, Wattenberg: *Mental Hygiene in Teaching* (*Second Edition*). Harcourt, Brace (Longmans Canada Ltd.), 1959.
Ritter and Shepherd: *Methods of Teaching in Town and Rural Schools* (*Revised Edition*). Dryden Press (Holt, Rinehart & Winston), 1950.
Saucier: *Theory and Practice in the Elementary School* (*Revised*). Collier-Macmillan, 1951.
Skinner: *Essentials of Educational Psychology.* Prentice-Hall, 1958.
Skinner & Harriman: *Child Psychology.* (*Revised Edition*). Collier-Macmillan, 1957.
Smith: *Psychology in Teaching.* Prentice-Hall, 1954.
Sorenson: *Psychology in Education.* McGraw-Hill, 1954.
Strang: *Introduction to Child Study.* Collier-Macmillan, 1959.
Stroud: *Psychology in Education.* Longmans, Green (Longmans Canada Ltd.), 1956.
Thomas: *Judging Student Progress.* Longmans, Green (Longmans Canada Ltd.), 1954.
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Thorpe: *Child Psychology and Development.* Ronald (General Publishing Co.), 1946.
Unesco Publication: *Education and Mental Health.* (University of Toronto Press), 1955.
Up the Years from One to Six. Department of Public Printing and Stationery, Ottawa.
Valentine: *The Normal Child.* Pelican book, A. 255. Penguin Books (Canada) Ltd. Toronto, 1956.

Valentine: *Psychology and its Bearing on Education.* (*Revised.*) Methuen, 1955.
Wingo and Morse: *Psychology and Teaching.* (*Canadian Edition.*) Gage, 1957.
Zirbes: *Spurs to Creative Teaching.* Putnam's (Longmans Canada Ltd.), 1960.

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Abney-Miniace: *This Way to Better Speech.* World Book Co. (Longmans Canada Ltd.), 1940.
Abney and Powe: *Choral Speaking Arrangements for the Lower Grades.* Expression Co. (Copp Clark), 1953.
Adams and Pollock: *Speak Up.* Collier-Macmillan, 1956.
Amoss and DeLaporte: *Training Handicapped Children.* (Chapters on speech correction and seatwork). Ryerson Press, 1953.
Arbuthnot: *Children and Books. Time for Poetry.* Scott, Foresman (Gage), 1957, 1951.
Betts: *Foundations of Reading Instructions.* American Book Co. (Gage), 1950.
Blair: *Diagnostic and Remedial Teaching* (*Revised*). Collier-Macmillan, 1956.
Bond and Wagner: *Teaching the Child to Read.* Collier-Macmillan, 1950.
Bowers: *Beginning in the Language Arts.* Dent, 1957.
Bryngelson and Mikalson: *Speech Correction Through Listening.* Gage, 1959.
Clarkson: *The Creative Classroom.* Parts I and II. Copp Clark, 1958.
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Wahl: *This Land.* Oxford University Press, 1961.
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Carson: *How You Look and Dress.* (*Revised edition*). McGraw-Hill, 1955.

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